Between isolation and teaching: Obstacles to remote learning for students and teachers during social isolation

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ABSTRACT
The COVID-19 pandemic has created a challenging environment for society with respect to educating students and teachers, foundational agents, who have been enormously impacted by the isolation and adaptation to online courses. The new context led to the need to adapt not only for schools, but mainly for professionals, who, having to adapt their lives within social isolation to classes in the online role, where knowledge should be stimulated in the best possible way. The purpose of this work was to analyze the main difficulties of teachers and students for online classes, focusing primarily on adapting to emergency online education. This is a qualitative study, in which questionnaires were used to gather data to understand the difficulties experienced by the agents studied. It was possible to analyze and confirm several adversities that teachers were subjected to in the journey of online teaching, through the lack of specialization, many without an adequate work environment, challenging themselves to use new technologies, the difficulties of the students dealing with a weak internet connection, in addition to a large amount of activities, with little contact with the teacher, being the main difficulty actually understanding the importance of education at that moment, in addition to the eminent risk brought by the pandemic and the lack of financial stability.

Keywords: Teaching-learning process, Pandemic, Covid-19, Science teaching.

1 INTRODUCTION

The health crisis caused by COVID-19 has brought as the main measure to mitigate the spread of the virus, social distancing, directly impacting on education, causing the distancing of teachers and students. (PASINI et al., 2020). For this reason the emergence of the coronavirus has caused several changes in everyone's life, not being different in relation to education, this adversity only showed what has been discussed and studied for a long time, education needs to reinvent itself (DE SOUZA, 2022).

As a response to the pandemic context, social isolation was proposed, which was a driver for several people to seek this type of non-face-to-face training, and consequently, for educational institutions to increase the supply to meet this new demand (OLIVEIRA et al., 2020).

From there Teachers and students enrolled in face-to-face courses, migrated to educational activities in network. Education professionals began to produce and distribute content, monitor, guide, evaluate and stimulate their students, through new methodologies (COUTO, 2020).

With the implementation of emergency remote teaching, which is classified as a form of distance learning (Distance Learning), a differentiated mode of educational practice is presented, which includes differentiated use of methodologies, technological resources, access policies and legal regulations instituted at the national and institutional levels, making it necessary a more in-depth analysis of the issue (CASTRO, 2020).

The main resource of remote teaching is virtual communication, which allows freer spatio-temporal interactions; the adaptation to different rhythms of the students; new contacts with similar, physically distant people; greater freedom of expression at a distance. (MORAN, 2000)

In the distance between student and teacher it becomes necessary adaptations, new understandings and tools, remote teaching is a work that requires calm, patience and at the same time innovation and creativity, even occurring at a distance it is necessary to advocate frequent contact between teacher and student. (HODGES et al., 2020).

In addition to the discussion about the advantages and disadvantages of using digital tools, the difficulty of working remotely in public schools due to the lack of resources is a much discussed topic, this fact is accentuating inequalities (Saraiva, 2020).

Students and teachers, being the most affected and are central elements for the teaching-learning process, it is necessary to look for elements for evaluation in the different indicators, to understand the situation as a professional, citizen and as a human being (MOREIRA, 2020).

This study was conducted during the Teaching Initiation Project (PIBID), linked to the State University of Paraíba (UEPB), understanding the importance of remote activities in public schools in times of social isolation. The present work has as general objective to analyze the challenges faced by teachers and students in the situation of emergency remote teaching, and more specifically to ascertain the difficulties of adaptation for teachers and students in the face of the pandemic context for remote classes; to analyze alternatives used by teachers in the face of new technologies and to analyze how students and teachers evaluate remote teaching.

2 THEORETICAL FRAMEWORK

2.1 PIBID

SOCZEK (2018) states that PIBID – institutional program of scholarships for initiation to teaching, idealizes training centered on practice, contributing to the training of teachers. In addition to the scholarships granted to undergraduate students, bringing reflection on the teacher self and the way

practices are developed within each local context, aiming at modifications and adaptations to the pedagogical process.

With discussions about the effectiveness of the training of undergraduates, PIBID appears bringing as possibilities new practices for the development of teaching professionality, compendo the isolation of students and providing greater training, knowledge and skills necessary for the complex tasks required by teaching. (AMBROSETTI, 2013).

Montandon (2012) raises the importance of PIBID, in the training of teachers for basic education, valuing it, pointing out the objective of the program, how to insert students of full degree courses in pedagogical activities in public schools of basic education. The set of programs seeks to articulate three strands, which is quality training, integration between graduate studies, teacher training and basic school, and knowledge production. (FILGUEIRA, 2016).

PIBID creates an environment conducive to reflection on being a teacher and the way practices are developed, whether they are coherent for each school context or class of students. Involving higher education and basic education, it also promotes a democratic and growth environment both as a teacher and also as a student, seeking a richer, more citizen training promoting a more complete formation.

2.2 DISTANCE, REMOTE AND EMERGENCY LEARNING

The idea of distance learning, even though it is recent, is not as much as it looks like the popularization that occurred between 2020 and 2022. Fernandes et al. (2019) points out that the distance learning modality had been taking more and more space before education in Brazil, but the concepts of distance education were still firming up, and its concept undergoing modifications, the challenge is to adapt to the constant technological advances in the best way.

In distance education most of the teacher's time is not to "teach", but to monitor, manage, supervise, evaluate what is happening throughout the course. The role of the teacher clearly changes: it guides, more than it explains. Esteban (2009) states that the production of pedagogical alternatives, such as social, historical and cultural practices, requires the deepening of reflection in the daily school life, evidencing its transformative potential.

The Coronavirus pandemic has brought classroom activities to a halt for nearly 1.6 billion students in more than 190 countries. Thus, all Educational Institutions were obliged to interrupt their face-to-face activities and adapt to remote care (QUEIROZ et al., 2021). The health crisis caused by COVID-19 has brought as the main measure to mitigate the spread of the virus are social distancing directly impacted on education, causing the distancing of teachers and students. Education after the pandemic, there will be a greater hybridity of face-to-face education with distance education (PASINI et al., 2020).

The pedagogical alternatives bring the idea of the improvement of the pedagogical doing and the construction of knowledge even without the need to be together in person, Esteban (2009) works this idea in a way that the daily school life should not be distant from the content, but close to it, the school should have the role not only of presenting the menu, or just be content, but must in its reality work what is studied, bringing the object of study closer to the student.

In times of pandemic, social exclusion also reaches those who are in school, those who until the beginning of the isolation measures attended it regularly. We make this statement because with social distancing and the predominance of strategies that depend on information and communication technologies, a portion of students face or will face difficulties to access and remain connected to school. (CUNHA et al., 2020).

Within this context, it can be analyzed that the modality of remote distance learning had a forced implementation, as a viable alternative within the criteria given by the WHO aiming at the contingency of the Covid-19 virus, but distance learning was already being discussed and analyzed, as another resource that can further promote the democratization of education in Brazil.

In the search for immediate solutions to maintain classes and links with students, schools have used what is being called "remote teaching", a term little used in Brazil until the beginning of the pandemic, with the emergence of the pandemic, schools needed to organize themselves to migrate to teaching with the use of digital technologies. This migration generated a transposition of practices and methodologies of face-to-face teaching. (de SOUZA, 2022).

Souza et al., (2021) outlines as the main objective of emergency remote teaching, to recreate an educational model that provides temporary access to educational content, in order to minimize the effects of social isolation, and states that distance education served as an important tool to replace the face-to-face by the remote and comply with the academic calendar.

As already seen, the idea of not stopping classes was based on the idea that the learning process of students would be interrupted, thus bringing an idea to remote teaching as if it were a savior from the retrogression of teaching. Moreira (2020) more than transmitting knowledge, must now guide the learning process of the student in order to develop their skills, namely to learn to learn, their learning and their autonomy.

The non-face-to-face activities were presented as a pedagogical alternative to avoid setbacks in the students' learning process and the loss of bonds with the school that can converge as factors of dropout and abandonment. (CASTRO, 2022).

The idea of creating a context of distance learning brings a greater difficulty than just the place of study, it is necessary to go through the imaginary of the student and the teacher, the commitment to the teaching and learning process, understand the importance of what is behind that reading, content or activity. (SOUZA; SILVA and SÚDERIO, 2021)

Remote learning and distance learning are not synonymous, Behar (2020) differentiates them, tracing that teaching is considered remote because teachers and students are prevented by decree from attending educational institutions to prevent the spread of the virus. It's emergency because overnight the pedagogical planning for the 2020 school year had to be shelved.

2.3 EMERGENCY REMOTE LEARNING AND ITS ADAPTATIONS

Silva (2021) highlights that in the face of the pandemic reality, it is still fundamental to understand that teachers and students as social beings, are living and being affected by this pandemic context in several aspects, not only the educational, still brings the question is about the school that we will have after this crisis, the school that will be (re) existence in the face of a precariousness in the remote teaching model and in the devaluation of the teaching work.

The teacher primarily as a human being, in addition to all the limitations imposed by social isolation, still faces the great race with time to improve and appropriate technologies, in search not only of being in a virtual classroom, but also of promoting an environment of knowledge construction.

Within remote learning, all educational responsibility has been left to the teacher, who can plan their assessments in a more personalized way. In our opinion, remote activities through digital tools are guided by a rationality distinct from distance learning. (SARAIVA, 2020).

As for the opportunities, mobility from home to university, ability to improve, learn and adapt to adverse situations, favoring the approximation with technological resources, new teaching options such as video platforms, flexibility regarding study schedules and the performance of activities are pointed out. (FEITOSA et al., 2020).

Remote teaching brought an emerging need to adapt to the world student context, technologies if before they were important within the remote context have become essential for a viable alternative of education, bringing a more in-depth issue of the idea of a distance learning that would be the application of methodologies in a coherent and effective way, Not just playful.

The asynchronous moment stands out as a good alternative, because the activities can be carried out offline and according to the availability of students' time. Another important aspect in relation to the use of asynchronous activities is the feeling of less pressure or overload reported by the students. (SOUSA, 2021).

The asynchronous activities did not have a clear role because they were not well included in the daily life of the student, the teacher would have to in addition to taking advantage of the asynchronous moment in the best possible way, still had to promote an activity that made sense in taking the moment of a class and promoted the pedagogical doing in the best possible way.

De Souza (2020) states that the context of remote teaching transferred what was already done in the classroom and, in many cases, surfaced a perspective of instructional, contentist education.

GARCIA (2018) reports that despite the efforts for the autonomy and responsibility of the student in the construction of his knowledge, there is still a great dependence of the student in relation to the expository teacher.

In education is already much discussed the role of the teacher, who often gets stuck in the old role of reproducivist and has a difficult task of bringing the leading role to the student, in remote teaching this problem is further aggravated, with the profile of students dependent on an exhibiting teacher who is now distant from him, At the same time that it brings a parameter of protagonism to the student, it can also leave him lonely, aimlessly leading him to idleness.

In any of these possibilities, technology can be understood as mere didactic resources, used as a means to achieve a certain goal, as repositories of texts, to animate and make the "lessons" more interesting and to get closer to the digital universe of its students. (ALVES, 2022). Such a perspective may be useful, but it does not contribute to collaborative learning and practices among the subjects of the teaching and learning process.

Martins (2020) points out that the teacher has a primary role in creating everyday inventions that subvert the massive logic imposed, the devaluation of the teaching profession, psychological and health difficulties, the digital exclusion of a large part of the population of Brazil and so many other obstacles that Brazilian education goes through in ordinary days and now, in greater power, with the pandemic.

And for this you need not only empathy skills, but also meta communicative skills, which allow you to challenge the way students think and imagine learning; and moderation skills that allow you to organize a discussion by assigning different functions to students, such as "advisor", "mediator", "motivator" or "comforter". (MOREIRA, 2020).

The teacher in remote learning has to be prepared to face the challenges that he has never faced before as an educator, citizen and as a human being. Understanding not only your universe that is shaken by the pandemic context, but also that of the student who is within a context just as difficult.

During the pandemic, schools are adapting in different ways, we have schools with no changes in schedule while others are completely closed, this lack of standardization in teaching reflects the class society built with privileges of a part of the population. (CROCCE et al., 2020).

The pandemic has brought an increase to the problem that is so big and growing every day in capitalist society, social inequality permeates as a phenomenon throughout the country that seems immersed in an unsustainable system, in the area of education is no different, it seems to reproduce more and more the behavior that leads to more poverty and increases school dropout more and more.

Finally, the need to adapt and adapt the methodologies of face-to-face teaching to RE (remote teaching) awakened in residents skills and competencies to seek strategies for teaching, identify their positive and negative points, providing unique experiences that may be necessary for a better

understanding of the teaching-learning process, enabling greater autonomy, security and professional training. (SILVA et al., 2022).

3 METHODOLOGY

3.1 TYPE OF RESEARCH

The present work is classified as an explanatory research, whose central concern is to identify the factors that determine or contribute to the occurrence of the phenomena (GIL, 1999).

It was used as a methodological basis the qualitative approach, which according to Lara (2011) does not follow such a rigid sequence of the stages marked in the development of Quantitative Research, most of the work is carried out in the process of development of the study.

Godoy (1995) points out that one of the basic advantages of this type of research is that it allows the study of people to whom we do not have physical access, because they are no longer alive or due to distance problems, due to the pandemic context proved to be an interesting alternative. The qualitative research provides an in-depth understanding of the situation of the problem, aiming to identify the main adversities encountered by teachers and students in relation to the impacts of social distancing in the face of remote classes in regular high school and EJA of the ECIT Francisco Ernesto do Rêgo Public School, located in the city of Queimadas – PB. The work was developed within the project of initiation to teaching (PIBID), linked to the State University of Paraíba during the year of 2021.

3.2 DATA COLLECTION INSTRUMENT

The research was conducted through questionnaires made through the Google Forms platform, with the help of two other PIBID fellows, Plinio cordeiro and Ionara Nunes, in 3 online meetings, when finalized they were sent via Google classroom and Whatsapp.

Data collection was conducted through two mixed questionnaires made from the Google Forms platform, presenting questions of the types Multiple choice, dichotomous, single answer and open questions. Remaining available for the course of 6 days (September 1 to September 6), being intended for teachers and students via Google classroom and Whatsapp.

The questionnaire directed to teachers presented 11 questions, of which 9 were objective multiple choice questions and 2 discursive questions. The questionnaire directed to the students presented 9 questions in total, of which 8 were objective questions of multiple choices and 1 discursive question (Questionnaires available in the appendix).

The questionnaires were intended for teachers and students of the school institution, who will not have their identification revealed to safeguard their identity and that of the collaborators who promptly answered the questionnaires.

3.3 STUDIED POPULATION

The survey had 56 participants, 13 teachers and 43 students. The data were collected with the proper permission of those responsible, maintaining anonymity, in order to ensure the ethical foundations of the research, the members will be treated here as numbers in place of the names of the participants.

4 RESULTS AND DISCUSSION

Most of the students 58% are between 18 and 20 years old, the students who answered the questionnaire mostly young, only 7% were over 24 years old, different from what is usually thought for a class of EJA (Youth and Adult Education). The students by their age group demonstrated greater ease to adapt to the platforms and technological alternatives, used for remote classes.

Ribeiro (2014) has similar results where younger students were found in EJA, states that the profile of students enrolled in EJA has changed over time. Currently, teaching in an EJA classroom is contemplating the faces of young people. One of the factors for this change is that more and more society itself provides information aimed at the labor market. The profile of younger students demonstrated more aptitude for the use of new technologies, thus facilitating the adaptation to remote distance learning.

Corroborating with this result, De Oliveira (2021) presents a profile of students from 17 to 25 and points out greater familiarity of this age group with the use of technology and involves moments of leisure and relationships, which is reinforced with the tools they point out that they use in their daily lives.

Figure 1 - Age of students
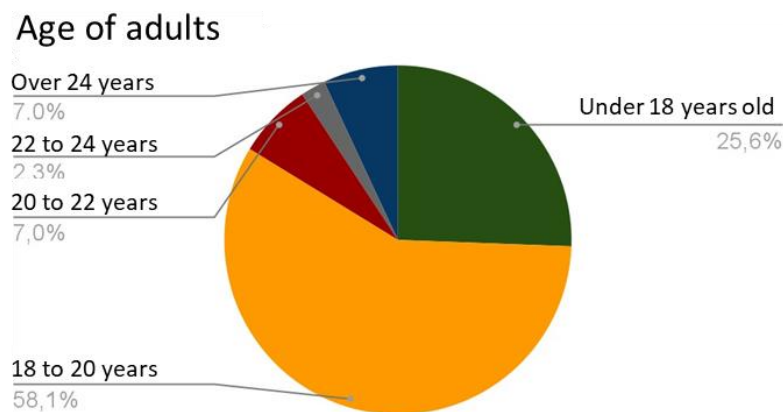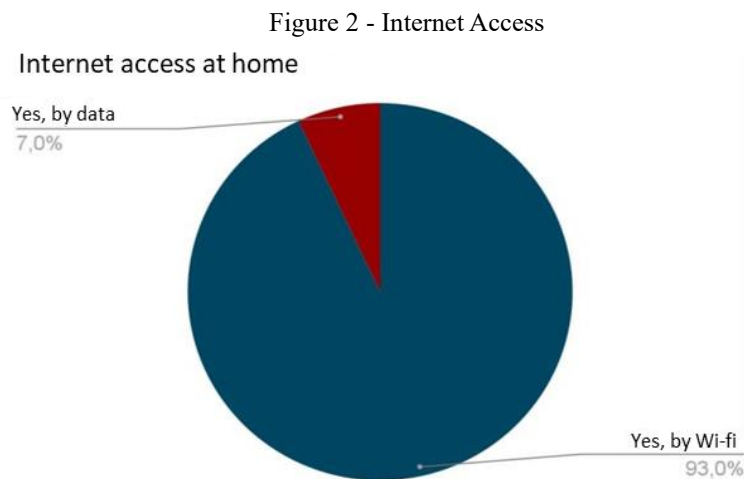

Source: Prepared by the author, 2022

Most students (93%) had access to the internet, while none of the students were deprived of internet access, worth mentioning the 7% who had access only by mobile data that brings a

considerably lower quality to the classes, but it is worth noting that even with most students presenting internet access, most of them had a poor quality internet;

The work of De Oliveira (2021) brings a profile of students in the age group of 17 to 25 years and, according to them, have familiarity with digital technology and classify this familiarity as great and satisfactory (64.8%), braiding the relationship of young people with technology involves moments of leisure and relationships which is reinforced with the tools they point out that they use in their daily lives: email, social networks and video calling apps.

Not corroborating with the data found, Nascimento (2020) analyzes that most of the students without access to remote education, are those of lower income, residents of rural areas and municipalities of the interior of the country and policies practiced in the pandemic may have decreased this number exponentially with distribution of tablets with chips for internet.

Figure 2 - Internet Access

Source: Prepared by the author, 2022.

The vast majority of students (95%) FIG.3 presented as the main device to participate in remote classes the smartphone, Curcino (2021) analyzes that usually

They present small screens that present a distinct qualitative form for the student's reading, as well as the dispersion for being the main means of use of social networks.

Corroborating with the result Silva (2020) points out that the use of the smartphone as the main tool for access to studies should be considered carefully when thinking about the methods and applications that will be necessary to have access to classes and activities; The smartphone, despite being a more accessible feature than the notebook, has operational limitations of use with respect to teaching.

Cunha et al. (2020) points out that the absence of the smartphone can become an obstacle to student performance, although it may not be for the connection that is carried out, above all, by cell phone. The computer performs a set of applications that may not be compatible or facilitated when made on smartphones.
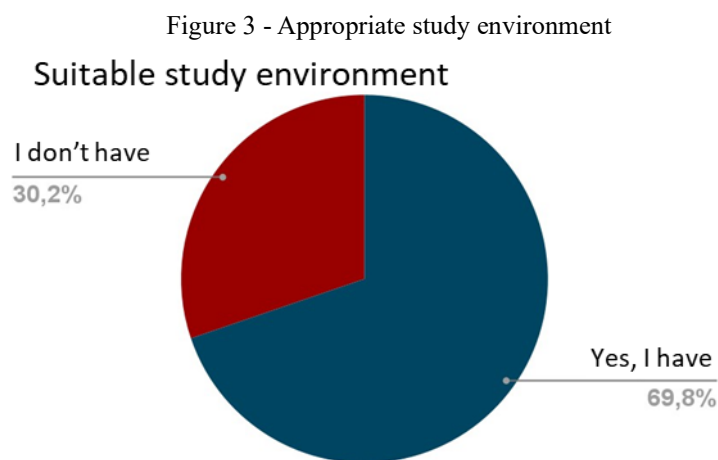
Therefore, even with the use of smartphones bringing accessibility, perhaps the quality of teaching is affected by the feature of the smartphone not being the most optimized for study.

Regarding the study environment, most students pointed out that they do not have a specific place for studies, which can bring a detriment to learning, since they are in their homes, not being a common environment for studies, and in many cases there is the need to share the room with family members.

Corroborating with the results of figure 3 Castro (2022) in the pandemic context, elaborated two questionnaires for students and teachers, randomly distributed, through various groups of social networks, without determined institutions, the students were categorical in stating that in most homes there is no appropriate space for studies, when this space exists many external factors hinder concentration: Noises outside and inside the house and the accumulation of people in the environment make the space unsuitable for study.

Also agreeing da Silva (2021) during the pandemic also applied questionnaires in 3 schools in the city of Mari - PB, 2 public and 1 private, for 32 teachers and 123 students; In his study shows that most students also never took classes in this model and that social isolation affected at least half of the students in some way, whether physical, psychological, financial.

Figure 3 - Appropriate study environment

Source: Prepared by the author, 2022

Figure 4 – Devices for access to remote classes
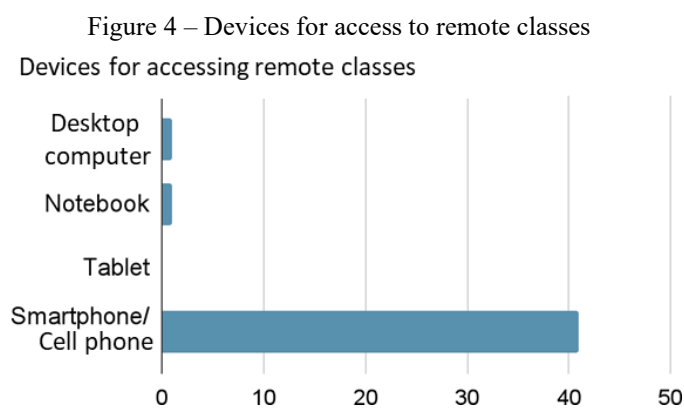
Source: Prepared by the author, 2022

Taking into account the results presented in Figure 5, we can observe that most students (62.1%) have considered remote teaching as regular. When analyzing figure 5 we can have 2 views, 78.8% of the students consider learning from regular to good, an expressive amount considers from regular to very bad 71.1%, a very expressive data. 41.9% and 25.6% add up to more than half of the students and lead to a regular result for good in remote education, but if we count the teaching from regular (41.9%) to bad (7%) and very bad (7%), we can perceive from another point of view that there are also more than half of the students who denote teaching in a more negative way.

Corroborating with these data, the students in discursive answers to question No. 8 (Fig x) are divided between stating that they have no difficulties because they are familiar with digital platforms, while also pointing out learning difficulties during remote classes.

Figure 5 – Learning by remote teaching
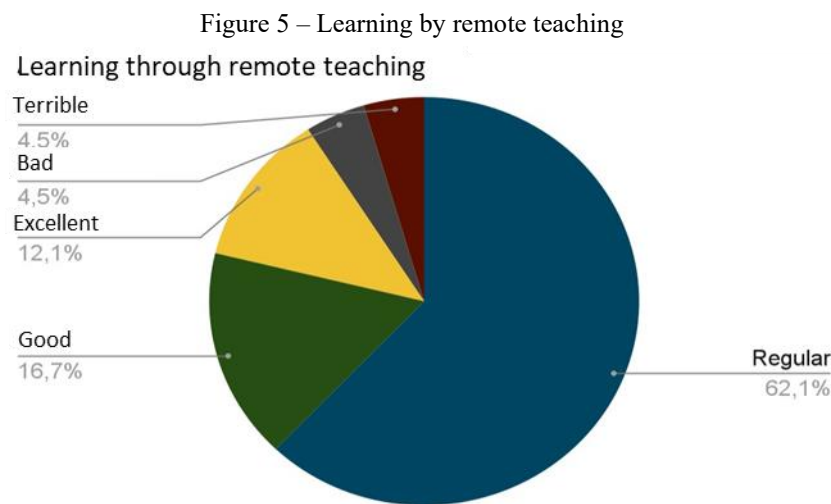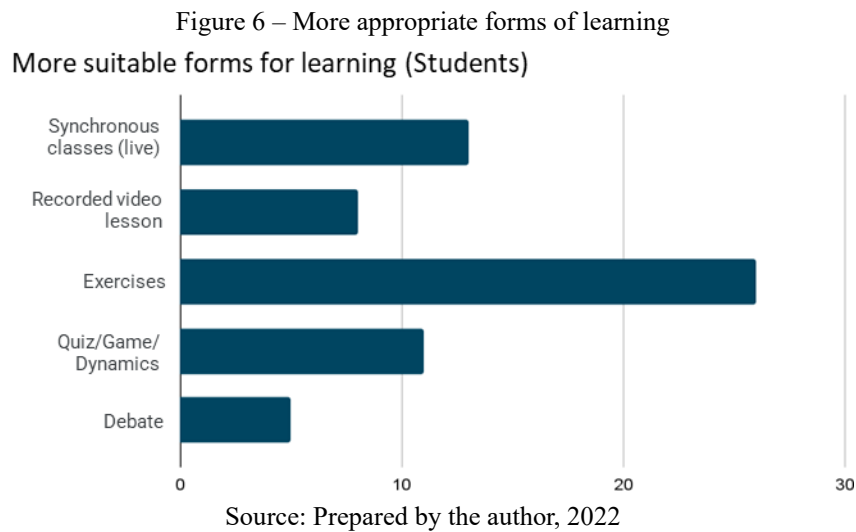

Source: Prepared by the author, 2022

Regarding the forms of learning in the remote learning environment, the students indicated that they preferred the use of exercises as the main option, followed by synchronous classes and quiz/games/dynamics. The students presented difficulties mainly in being present in synchronous classes, as well as in performing activities.

This data has its relevance because, according to da Silva (2021), it is important to analyze the satisfaction of students with the use of technologies in this period of isolation and its influence on learning. However, not forgetting the possible difficulties in relation to the adaptation of students to new tools.

Corroborating Arruda et al., (2020) evaluates that teaching began to have a new redirection of its actions starting to demand from education professionals, new teaching practices, which meet the real needs of Education in the present days, because even in the face of the catastrophe one could not fail to offer learning to students.

On distance learning, Moran (2002) points out that to educate is to collaborate so that teachers and students – in schools and organizations – transform their lives into permanent learning processes. It is to help students in the construction of their identity, their personal and professional path.

Figure 6 – More appropriate forms of learning

More suitable forms for learning (Students)

Source: Prepared by the author, 2022

To have the real notion of what the statements mean, it is necessary to understand the context in which they are placed, which at first may appear contradictory, but when analyzed it is observed that they are not.

The students' answers differ when asked in discursive questions about activities, where they assess that their main difficulty would be with the activities. Corroborating this idea Sousa (2021) points out that in the function of the educator, should not be forgotten, the awareness of students that research on the internet, the use of media etc., should not be used in an alienated way.

While the students claim that the best form of learning would be through exercises, by the large amount that are given to them by the teachers, they also point to the difficulty that is to complete all the exercises. This leads to reflection on the function of the activities in the remote context, in addition to the perception of teachers in placing a greater amount of exercises, probably due to the little contact with students, as well.

Corroborating with the data of da Silva (2021) where students interviewed in the pandemic context cite that their greatest difficulty is to manage their study time, thus not being able to fulfill all the activities that were proposed to them, pointing to the lack of preparation of students for remote teaching and to the lack of a teacher and colleagues present to support the execution of activities.

Chart 1 - Report of students about activities

Students' reports on activities:
"Carry out the activities"
"Be present in the video lesson and do the activities and deliver the activity to the date requested by the "
"Lots of activity"

Source: Prepared by the author, 2022.

Chart 2 - Report of teachers about activities

Teachers' reports on activities:
"Not being able to keep up with activities, and you're not learning anything useful."
"The most consequent difficulties are on the part of the students, they do not participate, they do not do the activity (a good part)"
"We feel difficult because of the lack of quality internet, and I also realize that there are students who do not participate in school activities in this pandemic time, due to several factors."

Source: Prepared by the author, 2022

The students were asked, in question FIG. 7, if they could complete all the activities received, where it was possible to verify that 60% of the students responded positively, when this data is correlated to the previous figure we can see that even though the students have pointed to the exercises as the source of greater pedagogical effectiveness, just over half 60% complete all the exercises.

In the work of Silva (2020) the students pointed out greater satisfaction for the use of activities as a study tool, corroborating with the data found of 60% of the students deliver all the activities and only 16.1% are among the students who perform little, or no activity, but it is important to take into account that when we analyze the data 39.6% a considerable amount of the students could not perform all the activities that were passed, even though it is the main method pointed out by the students themselves (QUESTION NUMBER X).

It is necessary to understand a possible conflict of interest in these students' answers, because within the practice and stage of PIBID it was possible to observe that the number of students who delivered the activities was much lower than the data found within the questionnaire.

Queiroz et al. (2021) points out that we can infer about some weaknesses of remote teaching that sharpen and weaken the learning process, such as weaknesses in access conditions; the lack of school interaction and the lack of pedagogical preparation of parents/guardians. In the midst of the crisis faced, it has been possible to observe the diversity of methodologies and the increase of tools made available to help students stay active (Castro et al., 2020).

Figure 7 – Performing remote activities
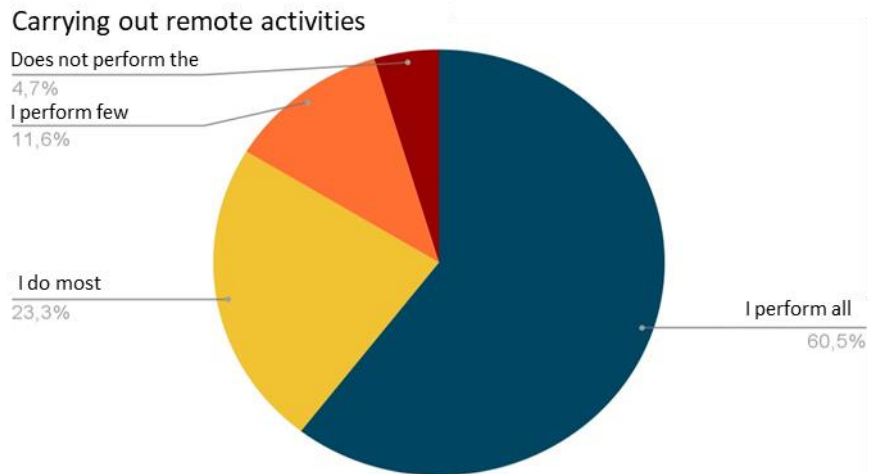
Source: Prepared by the author, 2022.

Allied to the data in figure 7 indicate that 60% of the students perform the activities, the data of FIG. 8, where 58% of the students go directly to the internet to seek to answer the activities, probably the students who do most of the activities are the same ones who directly seek these answers on the internet.

Corroborating with Souza et al., (2021) analyzes the pandemic context that the student needs to be led to readings and diverse information to reflect on them, aiming at discoveries that will be shared with scientific and critical positioning.

De Souza (2022) Corroborates with the response of students, the attitude of students to search directly from the internet arguing that the pandemic has imposed great challenges for teachers and students, especially in basic education and brings the question of how to maintain the bonds with students without being in the same physical space.

Figure 8 - Action of the students when they present difficulty in performing the activities.
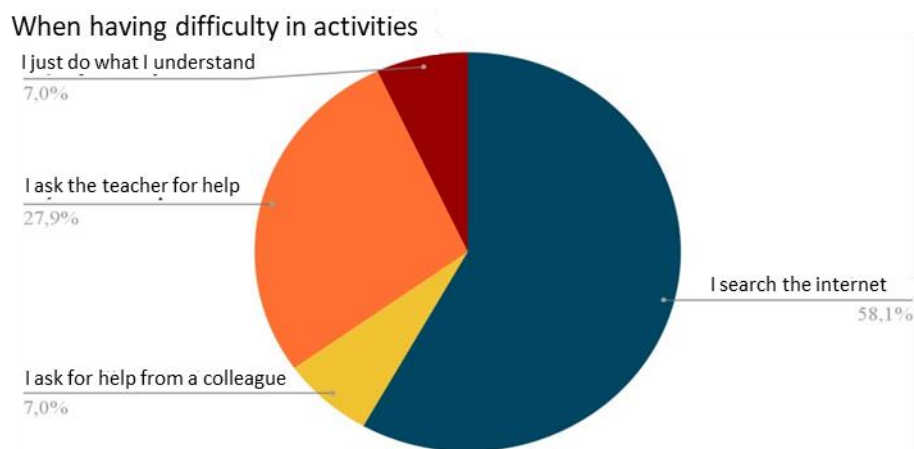
Source: Prepared by the author, 2022

About the main comments of the students, corroborating with the results of da Silva (2021), the word highlighted by the students here is "activity", correlated to difficulty. This demonstrates that the percentage in Figure 7 is virtual and does not in fact correspond to reality, knowing that in FIG. 8, the activities are carried out as copies over the internet.

The same still considers that although our society has access to technologies and internet increasingly early, it is necessary to consider the purpose of use of these tools, especially by young people and adolescents.

Student 7 (A7) in his speech says: understand the whole subject because even having classes by the met is not the same thing as having in person, I even understand a little of the subject but to learn really not, As a counterpart, Moran (2005) argues that a good distance learning has a balance between individual activities and collaborative, group learning. This balance can be incorporated into face-to-face teaching: students can develop activities alone and others in groups, participating in projects, research and other shared activities.

Cunha (2020) warns that this asynchrony will require students to practice self-study and self-learning proper to the didactic and instructional design of distance education models, Distance Education, with which they are not accustomed, because they were until recently immersed in a different and little digital dynamic, face-to-face teaching.

The speech of the student 4 (A4) The concentration and learning, when the classes were face-to-face I could learn more. Corroborating with Feitosa et al. (2020) where students also highlight the difficulties of adaptation to the new environment, as well as problems of connection and, in particular, the lack of interaction that would occur if it were in face-to-face teaching.

Sousa (2021) states that students' perceptions indicate that the method used is appropriate for a quality non-face-to-face education, by considering the active learning of students, through reading, discussion and problem solving, and reflective thinking.

Corroborating students in Castro's study (2022) pointed out that their mental health was affected in the pandemic context, leading to lack of motivation and difficulty focusing on classes, many willing to discontinue the course, due to learning difficulties.

When asked what their biggest challenge and difficulties encountered in remote classes in the face of social distancing, the answers that stood out the most were:

Chart 3 - Students' report of question No. 9 of the questionnaire

	Question No. 9: "What is your biggest challenge and difficulties encountered in remote classes in the face of social distancing?"
A1	*"Not being able to catch up on activities, and you're not learning anything useful."*
A2	*"Be present in the video lesson and do the activities and deliver the activity to the date requested by the teacher"*
A3	*"We Don't Stick 100% On Activities and Learn Little!"*
A4	*"The concentration and learning, when the classes were face-to-face I could learn more."*
A5	*"The internet challenge and the difficulties and cuz n can get the explanation well because of the internet. Trying to understand some activities."*
A6	*"When I ask or send the messages to the activities to the teachers they do not respond and it takes a long time to respond and in this you spend days"*
A7	*"Understanding the whole subject because even having classes by the MET is not the same thing as having in person, I even understand a little of the subject but to learn really not"*
A8	*"My biggest difficulty is not in the exercises but on my phone, I can not attend the classes in the meet because my phone can not open the link."*
A9	*"The Internet of teachers are a beast for them to teach tenque increases more jigas"*
A10	*"The concentration and learning, when the classes were face-to-face I could learn more."*

Source: Prepared by the author, 2022

From now on we will deal with the answers of the teachers, where 13 teachers in total, all of them from the ECIT Ernsão school answered the questionnaire.

About the number of teachers who received training for remote classes we have, 13 Teachers who answered the questionnaire in total, 30.8% of teachers stated that they did not receive training for the use of digital platforms in remote classes.

In contrast to this result Castro (2022) reports that 55% of teachers responded negatively when asked if they had already taken a training course for distance education, another 45% that they had, that is, more than half of the respondents were never trained to perform remote activities.

Corroborating this data Leite et al. (2020) also asks if the teacher received some form of guidance/training to perform their remote activities, 42.1% of them answered yes and 57.9% said no. And it emphasizes the importance of this data for continuing education, due to the lack of preparation of the systems to provide work alternatives, as well as the necessary theoretical support.

Figure 9 - Number of teachers who received training for remote classes

Teachers received training for remote classes
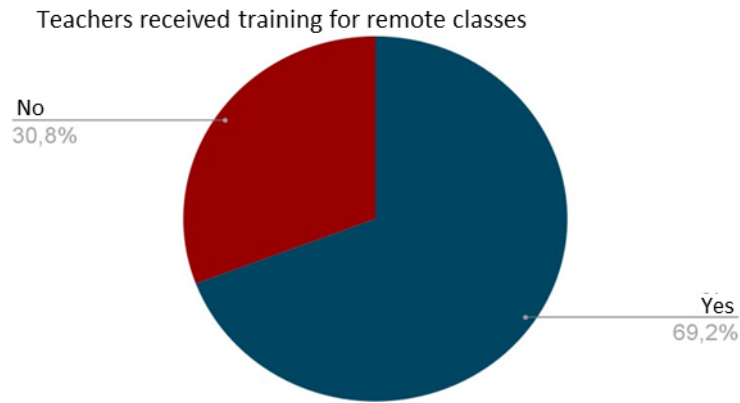
Regarding the issue of materials and tools for teaching classes, 6 levels from A to E were indicated for teachers, with A for the highest degree of agreement and E for the lowest degree of agreement with the statement that teachers have adequate materials and tools to teach the classes.

Most of the teachers, 69.3%, marked between A and B, agreeing that they had adequate tools for remote classes.

Corroborating with the speech of the teacher of table 4 "The lack of adequate equipment and the environment, adding the lack of interest of the students." Feitosa (2020) raises data in which the Teachers point out as major difficulties the preparation for classes that require more time due to recording, video editing and that planning and teaching classes in remote format requires a technical ability that there was no time to learn.

A considerable part of the teachers 30.8% indicated between C and E to agree to have adequate tools for remote classes, corroborating the speech of the teacher in table 4 "We feel difficult due to the lack of a quality internet, and I also realize that there are students who do not participate in school activities in this pandemic moment, due to several factors." and with Souza et al. (2021) who analyze that the pandemic has highlighted the fragility of the educational system. Teachers with salary gap, having to reinvent themselves in various ways to develop their work digitally, often without material condition.

In agreement with these data, Silva (2022) presents teachers who were asked about the support given by the school for the development of activities, where 53.3% stated that the school is not able to provide the necessary support and 82.8% stated that they do not consider the remote model an effective model, evidencing the lack of infrastructure of many schools in our country.

In this scenario, it is also important to analyze the students' satisfaction with the use of technologies in this period of isolation and their influence on learning. This result may represent a difficult adaptation of students with the use of these resources, which is understandable, after all,

synchronous and asynchronous tools are useful, but they still do not match the relationships established by face-to-face education. (Smith, 2020).

Chart 4 - Report of teachers about the lack of equipment regarding question nº10

Question No. 10 of the questionnaire "Are you having any difficulty in using these technological resources? Justify your response"
"The lack of a digital table and camera with tripod"
"The lack of proper equipment and the environment, adding to the lack of interest of the students."
"We feel difficult because of the lack of quality internet, and I also realize that there are students who do not participate in school activities in this pandemic time, due to several factors."

Source: Prepared by the author, 2022

Figure 10 - Teachers' assessment of having adequate materials and tools for remote classes
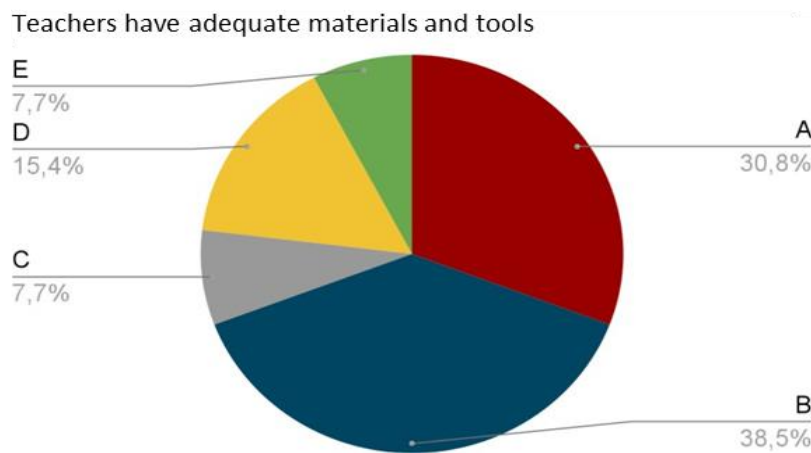
Source: Prepared by the author, 2022

When asked about their work environment, 53.8% stated that they have an exclusive environment at home for the execution of remote classes, while 46.2% do not have a specific space to perform their activities.

This data, together with the data collected on equipment acquired for remote teaching (Figure 12), highlight the situation in which the teacher finds himself in Brazil, which is usually of difficulty and lag, either by the prestige of the profession, or by the economic issue itself Leite et al. (2020) corroborating Castro (2022) questions teachers and students about whether they consider themselves prepared for remote classes, 76.7% of the teachers said no and 23.3% answered to be prepared for this moment.

Corroborating with Souza et al., (2020) the responsibility for the transformation of the home space into a permanent workplace for the development of remote teaching fell exclusively to the teachers. Likewise, all costs related to the material conditions of the work and physical infrastructure, such as computer, camera, microphone, printer, internet, electric light, furniture, among others, were borne by the teachers

According to Silva (2021), the lack of an adequate workplace presents problems with handling the necessary technologies, computer, internet or even cell phones, lack of discipline in time management, lack of basic infrastructure.

Figure 11 - Teachers' assessment of having an adequate work environment

Has a suitable working environment

No
46,2%

Yes
53,8%
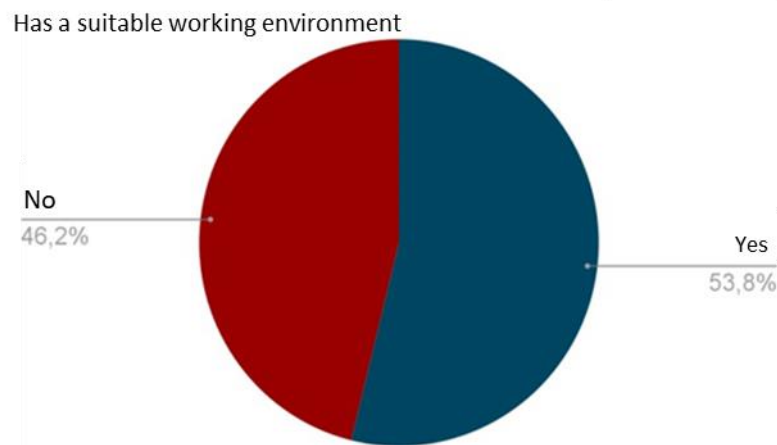
Source: Prepared by the author, 2022

In Figure 12 it is observed that the majority (92.3%) of the teachers had to acquire equipment to face remote teaching, corroborating the finding Souza et al., (2021) analyze the problematic of the material as an aggravating, the pandemic serves to highlight all the fragility of the educational system, from the material to the human part, the teachers being in a devalued position in the Brazilian context have to reinvent themselves even without the conditions Still, you have to get the materials you need on your own.

In Figure Y it is seen that most of the teachers needed to acquire both notebook and smartphone, as well as a better quality internet for teaching remote classes.

According to Ferreira (2021) teachers with their own expenses had to acquire equipment to perform the work, expenses that bring greater difficulty and precariousness of the quality of the teacher's office. Corroborating França (2021) interviews teachers in her study, where the understanding of all teachers there was the precariousness of their work and these attribute such precariousness to issues such as lack of structure that includes technology and, mainly, the lack of resources to maintain contacts.

Within this scenario the teacher appears as an agent that has to unfold, indicating a relationship with the survey of Castro (2022), where teachers point out, that the accumulation of teaching activities with the demands of the family, giving support and support to the children has been very stressful, added to the lack of training in distance education causes greater loss of time in planning and classes due to the lack of mastery of technological resources.
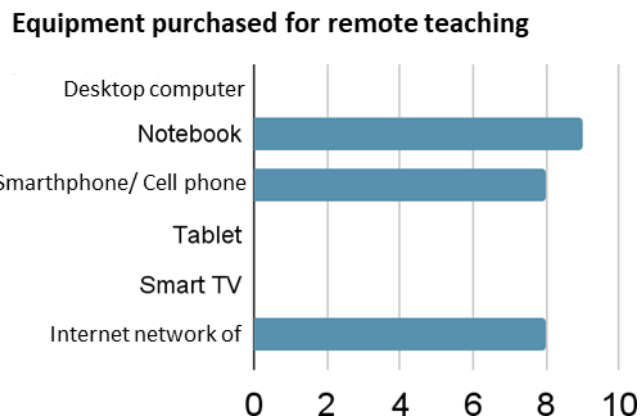
Figure 12 – Teacher who had to acquire equipment

Teacher had to buy equipment

No
7,7%

Yes
92,3%
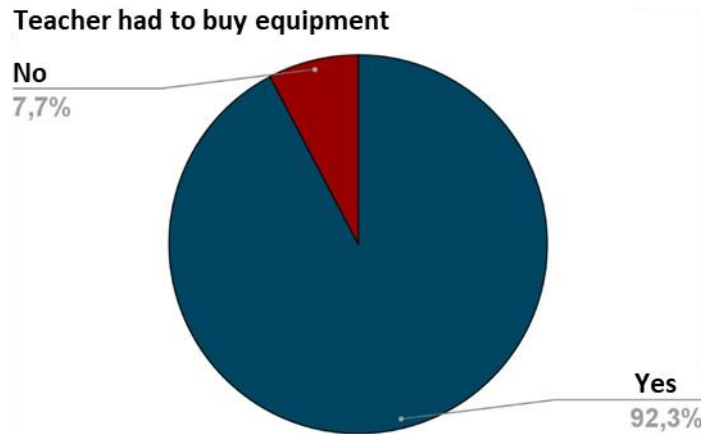
Source: Prepared by the author, 2022

Figure 13 - Equipment purchased for remote learning

Equipment purchased for remote teaching

Source: Prepared by the author, 2022

Figure 14 When asked about their electronic equipment, 61.5% of teachers stated that they share their work equipment with family members, while only 38.5% use it exclusively for work.

Figure 15 Most teachers used Whatsapp, Google meet and Google classroom as a communication platform with students, the smallest part used Zoom and Google Forms.

Corroborating teachers in the work of Leite et al. (2020) When asked about the digital interfaces that dominated, the predominance, above 50%, was Google Meet, YouTube, Facebook, Instagram, email, Whatsapp, Moodle, Jitsy and Skype.

Corroborating with the speech of the teacher in chart 5: "The greatest difficulty is to disconnect from work. The whatsapp groups referring to the school are always with posts outside working hours. Students have come to me to know grades and in search of activities at various times. Many do not identify themselves, nor do they respect the times and days reserved for rest."

Figure 14 - Electronic equipment used for remote classes

Electronic equipment used for classes

Just for my
38,5%

I share with
61,5%
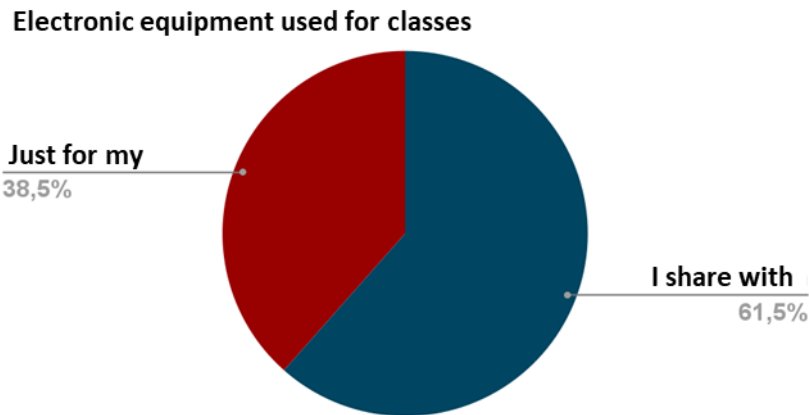
Source: Prepared by the author, 2022

Figure 15 - Digital tools/activities most used with students

Most used digital tools/activities with students for remote teaching

Source: Prepared by the author, 2022

Chart 5 - Teacher's report on the use of social networks

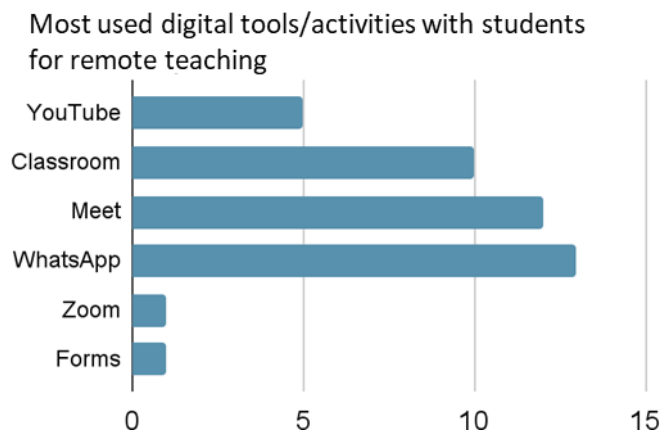| Teacher's report on the use of personal social networks: |
| --- |
| *"The biggest difficulty is disconnecting from work. The whatsapp groups referring to the school are always with posts outside working hours. Students have come to me to know grades and in search of activities at various times. Many do not identify themselves, nor do they respect the times and days reserved for rest."* |

Source: Prepared by the author, 2022

Regarding familiarity with the tools adopted for the follow-up of remote activities, 53% of the teachers stated that they were not familiar with such tools and this brought difficulties in the teaching and learning process.

Corroborating with the statements of the teachers in table 6 - Report about the difficulty in using technological resources: "Lack of intimacy with these equipment"; "Not aware of some tools"; "Yes. I have limitations."

Confirming these data, most teachers (86.1%) in the work of Leite et al. (2020) made at the time of the pandemic point out as the main of the problems for conducting remote classes, the lack of mastery of the teacher with the technologies

Moreira (2020), Demo (2010) and Alves (2022) confirm and evaluate that the lack of familiarity with tools that can cause difficulties that surface the instructional profile, reproducivist so they point out the importance of mastering digital tools, but also states that in most cases, these technologies are promoting a teaching only transmissive.

Reinforcing this idea da Silva (2021) analyzes that teachers end up configuring themselves as producers of activities, content and videos requiring that their function goes beyond pedagogical planning, because now it is also necessary that the teacher has basic knowledge about editing, posts etc.

Figure 16 - Familiarity of teachers with tools adopted for remote classes

Familiarity with the tools adopted for remote classes

No
53,8%

Yes
46,2%
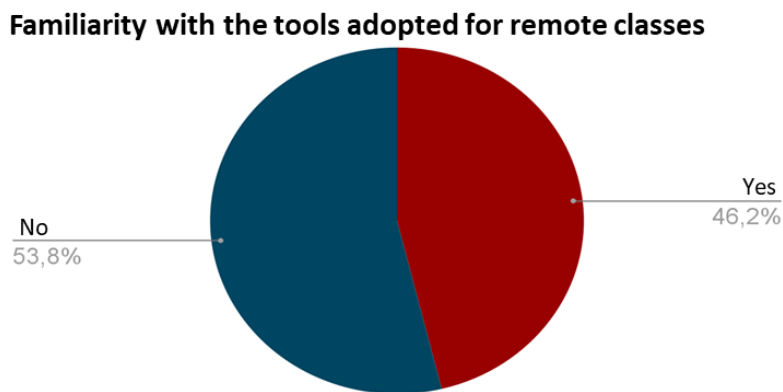
Source: Prepared by the author, 2022

Table 6 - Report on the difficulty in using technological resources

Question No. 10 when asked about difficulty in using technological resources, the teachers answered:
"Lack of intimacy with these equipment"
"A little."
"No, because I already wore some."
"Not so much, now I dominate. But I don't like it."
"The lack of a digital table and camera with tripod"
"Nope. Initial difficulties have already been overcome."
"Yes. I have limitations."
"Not aware of some tools"

Source: Prepared by the author, 2022

Figure 17 shows that the teachers stated that their main restrictions resulting from the pandemic context were: Social interaction, restriction on leisure activities and other daily activities, in the difficulty of adequately transmitting the contents to the students, followed by the lack of control with regard to the students' learning in a milder way.

This result points to health difficulties of the teacher, interfered in the same as an educator, corroborating with da Silva (2021) who asks teachers if social isolation had affected them in any way (physical, psychological, financial, etc.) and 100% of teachers said yes, they pointed out issues such as sleep disorders, eating, difficulties to establish schedules and routine.

Kluthcovsky (2021) also confirms these results pointing out that teachers positioned themselves as to the time of work allocated to research, elaboration of activities and evaluations, corrections of materials, preparation of video classes, research, training and attendance to students in remote classes the vast majority of respondents extrapolated their contractual work schedule to comply with these demands.

Regarding psychological difficulties, teachers state that the greatest of them is not seeing people, not having eye contact, feeling like they are talking to the machine, taking classes without human interaction. This makes teaching tiring, frustrating and inefficient.

Corroborating Castro's (2022) results, Arruda et al., (2020) and Oliveira (2020) who assess the pandemic situation as a promoter of inconsistencies. Unpredictability and work overload about how the future of the educational system will be added to the insecurity of the pandemic whether in the area of health or financial ends up affecting the emotional side, triggering processes of anxiety, stress, anguish and insomnia.

Agreeing with the result Silva (2021) highlights the need for understanding in the face of the pandemic, it is still fundamental to highlight that teachers and students as social beings, are living and being affected by this pandemic context in several aspects, not only the educational, showing that it is necessary to worry about such individuals beyond the daily school life.

Figure 17 - Most significant restrictions for teachers in the period of remote classes

Most significant restrictions
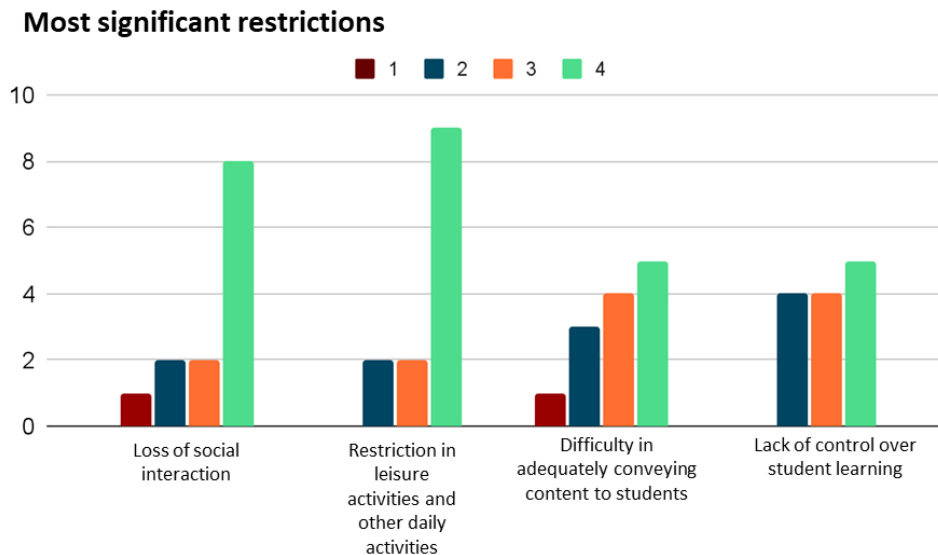
Source: Prepared by the author, 2022

Another 4 teachers were even briefer, 1 answered only yes and the other 3 answered only no.The speeches in general cover the problem of the distance between student and teacher, two fundamental agents for the pedagogical process, for the construction of knowledge, both parts complete and motivate each other, bringing a unique relationship in favor of learning.

In da Silva's study (2021) the word most pointed out by teachers to define education in this time of pandemic was "challenging", followed by others such as: difficult, exclusion, frustration, stress etc. Corroborating with the results found where the most cited word were activities, always relating to difficulty.

The report of Professor P12 - "Difficulties in working with some tools to develop more interactive activities and classes" Corroborates with Castro et al., (2020) who observes difficulties in adapting to the current reality, when it comes to the diversity of methodologies and use of tools available to help students stay active. Corroborating with P12 Crocce et al. (2020) states that the way is to leave the comfort zone by placing oneself in the space occupied by the student in order to create this connection, whether in social networks, in debates of everyday matters, games and applications used by them, and even putting them to produce content.

Professor P6 - "The difficulties always exist, especially with technological means. And with regard to the students, I notice the lack of commitment in some moments, I think the moment in which we are living is quite complicated, both for the teacher and for the student." reinforces the idea of Souza et al., (2021) who points out that the place that was previously occupied by pedagogical proximity and that involves the teacher-student relationship, has given way to a virtual, limited and isolated encounter. As well as corroborating with Demo (2010) who says that instructionism remains

the same, although now inserted in the digitized world. It is not perceived that, in the new technologies, along with old and recurrent trivializations.

In distance education most of the teacher's time is not to "teach", but to monitor, manage, supervise, evaluate what is happening throughout the course. The role of the teacher clearly changes: it guides, more than it explains. This can also happen in face-to-face education; But so far we have developed the culture of the centrality of the role of the teacher as the speaker, what informs, what gives the answers. (MORAN, 2005).

Teacher P9 - The biggest difficulty is to disconnect from work. The whatsapp groups referring to the school are always with posts outside working hours. Students have come to me to know grades and in search of activities at various times. Many do not identify themselves, nor do they respect the times and days reserved for rest. Corroborating with Castro (2022) where teachers point out that the greatest difficulties in the organization and management of time are associated with having a routine to develop work in the Home Office, they also state that the accumulation of teaching activities with the demands of the family, giving support and support to the children has been very stressful.

Teacher P7 - I think it's invasive, this type of classes by meet. Where we have access to the family environment of the students. And they have ours. I have difficulty with the coordination of work in the family environment. agrees with Souza et al., (2021) who highlights the place that was previously occupied by the pedagogical proximity that involves the teacher-student relationship, of which socialization, the body, movement, looks are present and at the service of the formative process, gave way to a virtual, limited and isolated encounter.

Chart 7 - Report on how the experience with remote teaching is being

Question No. 11 Give an account of how your experience with remote learning is going, reporting where you are experiencing the most difficulty. (Difficulty with the internet, with students, social distancing, what difficulties did you encounter?)	
P1	*"The most consequent difficulties are on the part of the students, they do not participate, they do not do the activity (a good part)"*
P2	*"With this pandemic, I've had to change a lot of things in my life. This includes relationships, lifestyle habits. But I had to learn other things as well. But my desire is to have my previous life back, without fears, worries, anxiety. Normal life, that's what I want is I think everything will be rescued."*
P3	*"The biggest problem is the lack of access on the part of the students The existing difficulty is the little participation of the student"*
P4	*"Interaction between students and the teacher."*
P5	*"The greatest difficulty is in the presence of students in classes, less than 20% follow the classes"*
P6	*"Difficulties always exist, especially with technological means. And with regard to the students, I notice the lack of commitment in some moments, I think the moment in which we are living is quite complicated, both for the teacher and for the student."*

P7	*"I think it's invasive, this kind of classes by the meet. Where we have access to the family environment of the students. And they have ours. I have difficulty with coordinating work in the environment familiar."*
P8	*"The lack of proper equipment and the environment, adding to the lack of interest of the students."*
P9	*"The biggest difficulty is disconnecting from work. The whatsapp groups referring to the school are always with posts outside working hours. Students have come to me to know grades and in search of activities at various times. Many do not identify themselves, nor do they respect the times and days reserved for rest."*
P10	*"We feel difficult because of the lack of a quality internet, and I also realize that there are students who do not participate in school activities in this pandemic time, for several factors."*
P11	*"The lack of interest from most students."*
P12	*"Difficulties in working with some tools to develop more interactive activities and classes"*

Source: Prepared by the author, 2022

5 CONCLUSION

The data of this study showed the alternatives of the continuity of the teaching and learning process during the emergency remote teaching.

It was possible to achieve the objectives of ascertaining the difficulties of adaptation for teachers and students facing remote classes, given by the pandemic context that brought isolation as the main difficulty for teachers, being evidenced the isolation by itself and the change of social relations, the lack of contact with students and adaptation to technologies.

The alternatives used by the teachers in the face of new technologies were observed, from the results it was possible to verify that the teachers sought to use all the technological resources at their disposal in isolation, acquiring smartphones, notebooks among other resources, including the use of their social networks for personal use, aiming at improving the teaching and learning of students.

It was also analyzed how students and teachers evaluate remote teaching, the result achieved was not so clear, even most indicated that they evaluate remote teaching on a regular basis.

Finally, broader and more in-depth research is needed, it is open to further studies aimed at a clearer analysis of the relationships and difficulties encountered during emergency remote teaching.

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1) Have you received any training, training to conduct classes on digital platforms? ( ) Yes

( ) No

2) Do you agree that you have, in your residence, the appropriate materials and tools to teach classes in the remote mode? (Consider A-1 = Strongly disagree; B-2 = I disagree in parts; C-3 = I neither agree nor disagree; D-4 = I agree in parts; E-5 = Totally agree)

( ) A-1

( ) B-2

( ) B-2

( ) C-3

( ) D-4

( ) E-5

3) Did you need to purchase any equipment/services to improve and/or facilitate the practice of your profession during the pandemic?

( ) Yes

( ) No

4) What equipment/service did you need to purchase for remote learning? [ ] Desktop

[ ] Notebook

[ ] Smartphone/mobile [ ] Tablet

[ ] Smart TV

[ ] Quality internet network

5) Were you already familiar with the tools adopted by the school to continue the activities of the school year?

( ) Yes

( ) No

6) Regarding the electronic equipment used for the classes, is it only for your personal use, or do you need to share them?

( ) I share with family members ( ) For my personal use only

( ) I share with others my work

7) What digital tools/activities do you use most with your students for teaching and learning?

[ ] YouTube Platform [ ] Google Classroom

[ ] Google Meet [ ] WhatsApp

[ ] Zoom

8) With regard to the losses arising from the pandemic period, do you agree that the most significant were: (Consider 1 = Strongly disagree; 2 = Disagree in parts; 3 = Neither agree nor disagree; 4 = Agree in parts; 5 = Strongly agree):

	1	2	3	4
1.Loss of social life:	( )	( )	( )	( )
2.Restriction on leisure activities and other everyday activities:	( )	( )	( )	( )
3.Difficulty in transmitting from Appropriate way the contents to the students:	( )	( )	( )	( )
4.Lack of control in what it says Respect for student learning:	( )	( )	( )	( )

9) Do you have a suitable work environment?

( )Yes, I have a suitable place for my work

( )I do not have a certain place to work, sometimes I alternate between (Living room, kitchen, bedroom..)

10) Are you having any difficulty in utilizing these technological resources? Justify your response:

11) Report on how your experience with remote learning is going, reporting where you are experiencing the most difficulty. (Difficulty with the internet, with students, social distancing, what difficulties did you encounter?)

1) How old are you?

( ) Under 18 years ( ) 20 to 22 years

( ) 22 to 24 years

( ) More than 24 years

2) Do you have internet access at home?

( ) Yes, by Wi-Fi

( ) Yes, by mobile data from the mobile phone ( ) I do not have access at home

3) What devices do you have for access to remote classes?

[ ] Desktop

[ ] Notebook [ ] Tablet

[ ] Smartphone/mobile phone

4) Do you have a suitable study environment?

( ) Yes, I have a suitable place for my study

( ) I do not have a certain place to study, sometimes I alternate between (Living room, kitchen, ( ) bedroom ..)

5) How do you rate your learning in this distance learning?

( ) Terrible

( ) Bad

( ) Regular ( ) Good

( ) Great

6) What types of activities do you consider most suitable for your learning in this virtual environment?

[ ] Synchronous classes (live)

[ ] Recorded video lessons [ ] Exercises

[ ] Quiz/Games/Dynamics [ ] Debate

7) With regard to remote activities, so far, you can state that:

( ) I perform all activities

( ) I perform most of the activities ( ) I perform few activities

( ) I do not carry out the activities

8) When you have questions about the activities you submit, what do you do?

( ) I do searches on the internet

( ) I ask for help for a colleague ( ) I ask for help from a teacher (a) ( ) I do only what I understand

( ) I don't do the activity

9) What is your biggest challenge and difficulties encountered in remote classes in the face of social distancing?

Dear Professor,

You are being invited to participate in the research entitled: Impacts of social distancing on students and teachers in the face of remote classes in a school in the municipality of Queimadas – PB: A Qualitative Analysis.

In this context, the present work aims to analyze the main impacts of social distancing found by teachers and students in relation to remote classes, in a school in the municipality of Queimadas – PB "ECIT Francisco Ernesto do Rêgo". The individual data will be kept under absolute secrecy and the privacy of the participants will be guaranteed, before, during and after the end of the study. The results of the research will be presented at a congress, without any means of identifying the participants, in order to draw conclusions from how the pandemic has affected education with social distancing.

IMPACTOS DO DISTANCIAMENTO SOCIAL EM ESTUDANTES E PROFESSORES DIANTE AS AULAS REMOTAS EM UMA ESCOLA NO MUNICÍPIO DE QUEIMADAS – PB: UMA ABORDAGEM QUALITATIVA

Prezado (a) Professor (a),
O senhor (a) está sendo convidado (a) a participar da pesquisa intitulada: Impactos do distanciamento social em estudantes e professores diante as aulas remotas em uma escola no munícipio de Queimadas – PB: Uma análise Qualitativa.
Nesse contexto, o presente trabalho tem como objetivo analisar os principais impactos do distanciamento social encontradas por professores e alunos em relação as aulas remotas, em uma escola no município de Queimadas – PB "ECIT Francisco Ernesto do Rêgo". Os dados individuais serão mantidos sob sigilo absoluto e será garantida a privacidade dos participantes, antes, durante e após a finalização do estudo. Os resultados da pesquisa serão apresentados em congresso, sem qualquer meio de identificação dos participantes, no sentido de tirar conclusões de como a pandemia afetou a educação com o distanciamento social.

Após ter sido informado sobre a finalidade da pesquisa Impactos do distanciamento social durante as aulas remotas em estudantes e professores de uma escola no município de Queimadas – PB, e ter lido os esclarecimentos prestados no presente Termo de Consentimento Livre e Esclarecido, você autoriza sua participação no estudo, como também dá permissão para que os dados obtidos sejam utilizados para os fins estabelecidos, preservando a sua identidade.

○ Aceito a divulgação dos meus resultados

Dear Student,

You are being invited to participate in the research entitled: Impacts of social distancing on students and teachers in front of remote classes in a school in the municipality of Queimadas – PB: A Qualitative Analysis.

In this context, the present work aims to analyze the main impacts of social distancing found by teachers and students in relation to remote classes, in a school in the municipality of Queimadas – PB "ECIT Francisco Ernesto do Rêgo". The individual data will be kept under absolute secrecy and the privacy of the participants will be guaranteed, before, during and after the end of the study. The results of the research will be presented at congresses, without any means of identifying the participants, in order to draw conclusions from how the pandemic has affected education with social distancing.

IMPACTOS DO DISTANCIAMENTO SOCIAL EM ESTUDANTES E PROFESSORES DIANTE AS AULAS REMOTAS EM UMA ESCOLA NO MUNICÍPIO DE QUEIMADAS – PB: UMA ABORDAGEM QUALITATIVA

Prezado (a) Aluno (a),

O senhor (a) está sendo convidado (a) a participar da pesquisa intitulada: Impactos do distanciamento social em estudantes e professores diante as aulas remotas em uma escola no munícipio de Queimadas – PB: Uma análise Qualitativa.

Nesse contexto, o presente trabalho tem como objetivo analisar os principais impactos do distanciamento social encontradas por professores e alunos em relação as aulas remotas, em uma escola do município de Queimadas – PB "ECIT Francisco Ernesto do Rêgo". Os dados individuais serão mantidos sob sigilo absoluto e será garantida a privacidade dos participantes, antes, durante e após a finalização do estudo. Os resultados da pesquisa serão apresentados em congressos, sem qualquer meio de identificação dos participantes, no sentido de tirar conclusões de como a pandemia afetou a educação com o distanciamento social.

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